

must be self-motivated and able to work in an environment where they receive little direct supervision.

### Job Outlook

Employment of college and university faculty is expected to increase faster than the average for all occupations through 2008 as enrollments in higher education increase. Many additional openings will arise as faculty members retire. Nevertheless, prospective job applicants should expect to face competition, particularly for full-time, tenure-track positions at 4-year institutions.

Between 1998 and 2008, the traditional college-age (18-24) population will grow again after several years of decline. This population increase, along with a higher proportion of 18- to 24-year-olds attending college and a growing number of part-time, female, minority, and older students, will spur college enrollments. Enrollment is projected to rise from 14.6 million in 1998 to 16.1 million in 2008, an increase of about 10 percent (see the accompanying chart).

Growing numbers of students will necessitate hiring more faculty to teach. At the same time, many faculty will be retiring, opening up even more positions. Also, the number of doctor's degrees is expected to grow more slowly than in the past, somewhat easing the competition for some faculty positions.

Despite expected job growth and the need to replace retiring faculty, many in the academic community are concerned that institutions will increasingly favor the hiring of adjunct faculty over full-time, tenure-track faculty. For many years, keen competition for faculty jobs forced some applicants to accept part-time academic appointments that offered little hope of tenure, and others to seek nonacademic positions. Many colleges, faced with reduced State funding for higher education and growing numbers of part-time and older students, increased the hiring of part-time faculty to save money on pay and benefits and to accommodate the needs of nontraditional-age students. If funding remains tight over the projection period, this trend of hiring adjunct or part-time faculty is likely to continue. Because of uncertainty about future funding sources, some colleges and universities are also controlling costs by changing the mix of academic programs offered, eliminating some programs altogether, and increasing class size.

Even if the proportion of full-time positions does not shrink, job competition will remain keen for coveted tenure-track jobs. Some institutions are expected to increasingly hire full-time faculty on limited-term contracts, reducing the number of tenure-track positions

available. Overall, job prospects will continue to be better in certain fields—business, engineering, health science, and computer science, for example—that offer attractive nonacademic job opportunities and attract fewer applicants for academic positions. Also, excellent job prospects in a field—for example, computer science—result in higher student enrollments, increasing faculty needs in that field. On the other hand, poor job prospects in a field, such as history in recent years, discourages students and reduces demand for faculty.

### Earnings

Median annual earnings of college and university faculty in 1998 were \$46,630. The middle 50 percent earned between \$33,390 and \$71,360. The lowest 10 percent earned less than \$23,100; the highest 10 percent, more than \$90,360.

Earnings vary according to faculty rank and type of institution, geographic area, and field. According to a 1998-99 survey by the American Association of University Professors, salaries for full-time faculty averaged \$56,300. By rank, the average for professors was \$72,700; associate professors, \$53,200; assistant professors, \$43,800; instructors, \$33,400; and lecturers, \$37,200. Faculty in 4-year institutions earn higher salaries, on the average, than those in 2-year schools. Average salaries for faculty in public institutions—\$55,900—were lower in 1998-99 than those for private independent institutions—\$63,500—but higher than those for religiously-affiliated private colleges and universities—\$49,400. In fields with high-paying nonacademic alternatives—notably medicine and law but also engineering and business, among others—earnings exceed these averages. In others—such as the humanities and education—they are lower.

Most faculty members have significant earnings in addition to their base salary, from consulting, teaching additional courses, researching, writing for publication, or other employment.

Most college and university faculty enjoy some unique benefits, including access to campus facilities, tuition waivers for dependents, housing and travel allowances, and paid sabbatical leaves. Part-time faculty usually have fewer benefits, including health insurance, retirement benefits, and sabbatical leave, than full-time faculty.

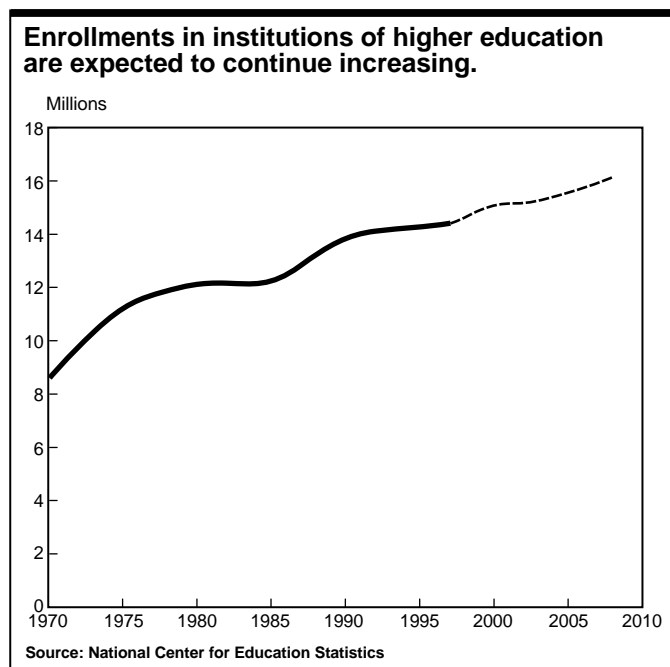
### Related Occupations

College and university faculty function both as teachers and as researchers. They communicate information and ideas. Related occupations include elementary and secondary school teachers, librarians, writers, consultants, lobbyists, trainers and employee development specialists, and policy analysts. Faculty research activities often are similar to those of scientists, as well as managers and administrators in industry, government, and nonprofit research organizations.

### Sources of Additional Information

Professional societies generally provide information on academic and nonacademic employment opportunities in their fields. Names and addresses of these societies appear in statements elsewhere in the *Handbook*.

Special publications on higher education, available in libraries, such as *The Chronicle of Higher Education*, list specific employment opportunities for faculty.



## Counselors

(O\*NET 31514)

### Significant Points

- About 6 out of 10 counselors have a master's degree.
- Most States require some form of counselor credentialing, licensure, certification, or registry for practice outside schools; all States require school counselors to hold a State school counseling certification.

### Nature of the Work

Counselors assist people with personal, family, educational, mental health, and career decisions and problems. Their duties depend on the individuals they serve and the settings in which they work.

*School and college counselors*—in elementary, secondary, and postsecondary schools—help students evaluate their abilities, interests, talents, and personality characteristics to develop realistic academic and career goals. Counselors use interviews, counseling sessions, tests, or other methods when evaluating and advising students. They operate career information centers and career education programs. High school counselors advise on college majors, admission requirements, entrance exams, and financial aid and on trade, technical school, and apprenticeship programs. They help students develop job search skills such as resume writing and interviewing techniques. College career planning and placement counselors assist alumni or students with career development and job hunting techniques.

Elementary school counselors observe younger children during classroom and play activities and confer with their teachers and parents to evaluate their strengths, problems, or special needs. They also help students develop good study habits. They do less vocational and academic counseling than secondary school counselors.

School counselors at all levels help students understand and deal with their social, behavioral, and personal problems. They emphasize preventive and developmental counseling to provide students with the life skills needed to deal with problems before they occur, and to enhance personal, social, and academic growth. Counselors provide special services, including alcohol and drug prevention programs, and classes that teach students to handle conflicts without resorting to violence. Counselors also try to identify cases involving domestic abuse and other family problems that can affect a student's development. Counselors work with students individually, in small groups, or with entire classes. They consult and work with parents, teachers, school administrators, school psychologists, school nurses, and social workers.

*Rehabilitation counselors* help people deal with the personal, social, and vocational effects of disabilities. They counsel people with disabilities resulting from birth defects, illness or disease, accidents, or the stress of daily life. They evaluate the strengths and limitations of individuals, provide personal and vocational counseling, and arrange for medical care, vocational training, and job placement. Rehabilitation counselors interview individuals with disabilities and their families, evaluate school and medical reports, and confer and plan with physicians, psychologists, occupational therapists, and employers to determine the capabilities and skills of the individual. Conferring with the client, they develop a rehabilitation program, which often includes training to help the person develop job skills. They also work toward increasing the client's capacity to live independently.

*Employment, or vocational, counselors* help individuals make career decisions. They explore and evaluate the client's education, training, work history, interests, skills, and personal traits, and arrange for aptitude and achievement tests. They also work with individuals to develop job search skills and assist clients in locating and applying for jobs.

*Mental health counselors* emphasize prevention and work with individuals and groups to promote optimum mental health. They help individuals deal with addictions and substance abuse, suicide, stress management, problems with self-esteem, issues associated with aging, job and career concerns, educational decisions, issues of mental and emotional health, and family, parenting, and marital problems. Mental health counselors work closely with other mental health specialists, including psychiatrists, psychologists, clinical social workers, psychiatric nurses, and school counselors. (Information on other mental health specialists appears in the *Handbook* statements on physicians, psychologists, registered nurses, and social workers.)

Other counseling specialties include marriage and family, multicultural, or gerontological counseling. A gerontological counselor provides services to elderly persons who face changing



*Counselors' duties depend on the individuals they serve and the settings in which they work.*

lifestyles because of health problems, and helps families cope with these changes. A multicultural counselor helps employers adjust to an increasingly diverse workforce.

### Working Conditions

Most school counselors work the traditional 9- to 10-month school year with a 2- to 3-month vacation, although an increasing number are employed on 10 1/2- or 11-month contracts. They usually have the same hours as teachers. College career planning and placement counselors work long and irregular hours during recruiting periods.

Rehabilitation and employment counselors usually work a standard 40-hour week. Self-employed counselors and those working in mental health and community agencies often work evenings to counsel clients who work during the day.

Counselors must possess high physical and emotional energy to handle the array of problems they address. Dealing daily with these problems can cause stress.

Since privacy is essential for confidential and frank discussions with clients, counselors usually have private offices.

### Employment

Counselors held about 182,000 jobs in 1998. (This employment estimate only includes vocational and educational counselors; employment data are not available for other counselors discussed in this statement, such as rehabilitation and mental health counselors.)

In addition to elementary and secondary schools and colleges and universities, counselors work in a wide variety of public and private establishments. These include health care facilities; job training, career development, and vocational rehabilitation centers; social agencies; correctional institutions; and residential care facilities, such as halfway houses for criminal offenders and group homes for children, the aged, and the disabled. Counselors also work in organizations engaged in community improvement and social change, as well as drug and alcohol rehabilitation programs and State and local government agencies. A growing number of counselors work in health maintenance organizations, insurance companies, group practice, and private practice. This growth has been spurred by laws allowing counselors to receive payments from insurance companies, and requiring employers to provide rehabilitation and counseling services to employees.

### Training, Other Qualifications, and Advancement

Formal education is necessary to gain employment as a counselor. About 6 out of 10 counselors have a master's degree; fields of study include college student affairs, elementary or secondary

school counseling, education, gerontological counseling, marriage and family counseling, substance abuse counseling, rehabilitation counseling, agency or community counseling, clinical mental health counseling, counseling psychology, career counseling, and related fields.

Graduate-level counselor education programs in colleges and universities usually are in departments of education or psychology. Courses are grouped into eight core areas: Human growth and development; social and cultural foundations; helping relationships; group work; career and lifestyle development; appraisal; research and program evaluation; and professional orientation. In an accredited program, 48 to 60 semester hours of graduate study, including a period of supervised clinical experience in counseling, are required for a master's degree. In 1999, 133 institutions offered programs in counselor education, including career, community, gerontological, mental health, school, student affairs, and marriage and family counseling that were accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Another organization, the Council on Rehabilitation Education (CORE), accredits graduate programs in rehabilitation counseling. Accredited master's degree programs include a minimum of 2 years of full-time study, including 600 hours of supervised clinical internship experience.

In 1999, 45 States and the District of Columbia had some form of counselor credentialing, licensure, certification, or registry legislation governing practice outside schools. Requirements vary from State to State. In some States, credentialing is mandatory; in others, it is voluntary.

All States require school counselors to hold State school counseling certification; however, certification requirements vary from State to State. Some States require public school counselors to have both counseling and teaching certificates. Depending on the State, a master's degree in counseling and 2 to 5 years of teaching experience could be required for a school counseling certificate.

Counselors must be aware of educational and training requirements that are often very detailed and that vary by area and by counseling specialty. Prospective counselors should check with State and local governments, employers, and national voluntary certification organizations in order to determine which requirements apply.

Many counselors elect to be nationally certified by the National Board for Certified Counselors (NBCC), which grants the general practice credential, "National Certified Counselor." To be certified, a counselor must hold a graduate degree in counseling from a regionally accredited institution, have at least 2 years of supervised field experience in a counseling setting (graduates from counselor education programs accredited by the above mentioned CACREP are exempted), and pass NBCC's National Counselor Examination for Licensure and Certification (NCE). This national certification is voluntary and distinct from State certification. However, in some States those who pass the national exam are exempt from taking a State certification exam. NBCC also offers specialty certification in school, clinical mental health, and addictions counseling. To maintain their certification, counselors must take again and pass the NCE or complete 100 hours of acceptable continuing education credit every 5 years.

Another organization, the Commission on Rehabilitation Counselor Certification, offers voluntary national certification for rehabilitation counselors. Many employers require rehabilitation counselors to be nationally certified. To become certified, rehabilitation counselors usually must graduate from an accredited educational program, complete an internship, and pass a written examination. (Certification requirements vary according to an applicant's educational history. Employment experience, for instance, is required for those without a counseling degree other than the rehabilitation specialty.) They are then designated as "Certified Rehabilitation Counselors." To maintain their certification, counselors must re-take the certification exam or complete 100 hours of acceptable continuing education credit every 5 years.

Vocational and related rehabilitation agencies usually require a master's degree in rehabilitation counseling, counseling and guidance, or counseling psychology for rehabilitation counselor jobs. Some, however, accept applicants with a bachelor's degree in rehabilitation services, counseling, psychology, sociology, or related fields. A bachelor's degree often qualifies a person to work as a counseling aide, rehabilitation aide, or social service worker. Experience in employment counseling, job development, psychology, education, or social work is helpful.

Some States require counselors in public employment offices to have a master's degree; others accept a bachelor's degree with appropriate counseling courses.

Clinical mental health counselors usually have a master's degree in mental health counseling, another area of counseling, or in psychology or social work. Voluntary certification is available through the National Board for Certified Counselors, Inc. Generally, to receive certification as a clinical mental health counselor, a counselor must have a master's degree in counseling, 2 years of post-master's experience, a period of supervised clinical experience, a taped sample of clinical work, and a passing grade on a written examination.

Some employers provide training for newly hired counselors. Many have work-study programs so those employed counselors can earn graduate degrees. Counselors must participate in graduate studies, workshops, and personal studies to maintain their certificates and licenses.

Persons interested in counseling should have a strong interest in helping others and the ability to inspire respect, trust, and confidence. They should be able to work independently or as part of a team. Counselors follow the code of ethics associated with their respective certifications and licenses.

Prospects for advancement vary by counseling field. School counselors can move to a larger school; become directors or supervisors of counseling, guidance, or pupil personnel services; or, usually with further graduate education, become counselor educators, counseling psychologists, or school administrators. (See the statements on psychologists and education administrators elsewhere in the *Handbook*.) Some counselors choose to work at the State department of education.

Rehabilitation, mental health, and employment counselors can become supervisors or administrators in their agencies. Some counselors move into research, consulting, or college teaching, or go into private or group practice.

### Job Outlook

Overall employment of counselors is expected to grow faster than the average for all occupations through 2008. In addition, numerous job openings will occur as many counselors reach retirement age. (This employment projection applies only to vocational and educational counselors. Future job market conditions for rehabilitation and mental health counselors are discussed later in this section.)

Employment of school and vocational counselors is expected to grow as a result of increasing enrollments, particularly in secondary and postsecondary schools, State legislation requiring counselors in elementary schools, and the expanded responsibilities of counselors. Counselors are becoming more involved in crisis and preventive counseling, helping students deal with issues ranging from drug and alcohol abuse to death and suicide. Also, the growing diversity of student populations is presenting challenges to counselors in dealing with multicultural issues. Budgetary constraints, however, can dampen job growth of school counselors. When funding is tight, schools usually prefer to hire new teachers before adding counselors in an effort to keep classroom sizes at acceptable levels. If this happens, student-to-counselor ratios in many schools could increase as student enrollments grow.

As with other government jobs, the number of employment counselors, who work primarily for State and local government, could

be limited by budgetary constraints. However, demand for government employment counseling could grow as new welfare laws require welfare recipients to find jobs. Opportunities for employment counselors working in private job training services should grow as counselors provide training and other services to laid-off workers, experienced workers seeking a new or second career, full-time homemakers seeking to enter or reenter the work force, and workers who want to upgrade their skills.

Demand is expected to be strong for rehabilitation and mental health counselors. Under managed care systems, insurance companies increasingly provide for reimbursement of counselors, enabling many counselors to move from schools and government agencies to private practice. Counselors are also forming group practices to receive expanded insurance coverage. The number of people who need rehabilitation services will rise as advances in medical technology continue to save lives that only a few years ago would have been lost. In addition, legislation requiring equal employment rights for people with disabilities will spur demand for counselors. Counselors not only will help individuals with disabilities with their transition into the work force, but also will help companies comply with the law. Employers are also increasingly offering employee assistance programs that provide mental health and alcohol and drug abuse services. A growing number of people are expected to use these services as the elderly population grows, and as society focuses on ways of developing mental well-being, such as controlling stress associated with job and family responsibilities.

Earnings

Median annual earnings of vocational and educational counselors in 1998 were \$38,650. The middle 50 percent earned between \$28,400 and \$49,960. The lowest 10 percent earned less than \$21,230 and the highest 10 percent earned more than \$73,920. Median annual earnings in the industries employing the largest numbers of vocational and educational counselors in 1997 are shown below:

Elementary and secondary schools .....	\$42,100
State government, except education and hospitals .....	35,800
Colleges and universities .....	34,700
Job training and related services .....	24,100
Individual and family services .....	22,300

School counselors can earn additional income working summers in the school system or in other jobs.

Self-employed counselors who have well-established practices, as well as counselors employed in group practices, usually have the highest earnings, as do some counselors working for private firms, such as insurance companies and private rehabilitation companies.

Related Occupations

Counselors help people evaluate their interests, abilities, and disabilities, and deal with personal, social, academic, and career problems. Others who help people in similar ways include college and student affairs workers, teachers, personnel workers and managers, human services workers, social workers, psychologists, psychiatrists, psychiatric nurses, members of the clergy, occupational therapists, training and employee development specialists, and equal employment opportunity/affirmative action specialists.

Sources of Additional Information

For general information about counseling, as well as information on specialties such as school, college, mental health, rehabilitation, multicultural, career, marriage and family, and gerontological counseling, contact:

☛ American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300. Internet: <http://www.counseling.org>

For information on accredited counseling and related training programs, contact:

☛ Council for Accreditation of Counseling and Related Educational Programs, American Counseling Association, 5999 Stevenson Ave., 4<sup>th</sup> floor, Alexandria, VA 22304. Internet: <http://www.counseling.org/cacrep>

For information on national certification requirements for counselors, contact:

☛ National Board for Certified Counselors, Inc., 3 Terrace Way, Suite D, Greensboro, NC 27403-3660. Internet: <http://www.nbcc.org>

For information on certification requirements for rehabilitation counselors and a list of accredited rehabilitation education programs, contact:

☛ Commission on Rehabilitation Counselor Certification, 1835 Rohlwing Rd., Suite E, Rolling Meadows, IL 60008.

State departments of education can supply information on colleges and universities that offer approved guidance and counseling training for State certification and licensure requirements.

State employment service offices have information about job opportunities and entrance requirements for counselors.

Instructors and Coaches, Sports and Physical Training

(O\*NET 31321)

Significant Points

- Work hours are often irregular.
- For many positions, certification is required.

Nature of the Work

An increasing value is being placed upon physical fitness within our society. Consequently, Americans are engaging in more physical fitness programs, joining athletic clubs, and being encouraged to participate in physical education and activity at all ages. Sports and physical training instructors and coaches help participants improve their physical fitness and athletic skills.

*Sports instructors and coaches* teach non-professional individual and team sports to students. (For information on physical education teachers see the section on school teachers elsewhere in the *Handbook*; coaches of professional athletes are classified with athletes, coaches, umpires, and related workers which are included in the section on Data for Occupations Not Studied in Detail elsewhere in the *Handbook*.) Sports instructors and coaches organize, lead, instruct, and referee outdoor and indoor games such as volleyball, football, and soccer. They instruct individuals or groups in beginning or advanced exercises. Using their knowledge of sports, physiology, and corrective techniques, they determine the type and level of difficulty of exercises, prescribe specific movements, and correct individuals' technique. Some instructors and coaches also teach and demonstrate use of training apparatus, such as trampolines or weights. Sports instructors and coaches may also select, store, issue, and inventory equipment, materials, and supplies.

*Physical training instructors* tend to focus more on physical fitness activities rather than organized sports. They teach and lead exercise activities to individuals or groups ranging from beginning to advanced levels. These activities take place in a gym, health club or other recreational facility. Because activities are as diverse as aerobics, calisthenics, weight lifting, gymnastics, scuba diving, yoga, and may include self-defense training such as karate, instructors tend to specialize in one or a few types of activities. *Personal trainers* work one-on-one in health clubs or clients' homes. They evaluate an individual's abilities, determine a suitable training program, demonstrate a variety of exercises, offer encouragement, and monitor their correct use of exercise equipment and other apparatus.